AdvancED and the Kentucky Professional Growth and Effectiveness System

An Alignment of Standards

12/18/2014

Alignment Overview of AdvancED and Professional Growth and Effectiveness System (PGES)

PGES and AdvancED shared principles, values, themes, and priorities are intended to create environments in which student engagement transforms learning through meaningful relevant educational experiences and ensures students are prepared for their next level of learning and ultimately college and careers.

- o **Collaboration for Continuous Improvement** – existence of a collaborative culture in which learning communities use relevant data to improve instruction, professional practice (PLCs, coaching and mentoring), and learning conditions resulting in continuous improvement in student performance

- o **Systems Alignment** – coherency and alignment between instruction, curriculum, assessment, support systems, vision, culture to ensure all students have equitable opportunities to be successful at the next level without the need for remediation

- o **Student Advocacy and Personalization of Learning –** which ensures that at least one adult advocate in the school supports that student's educational experience over time

- o **Stakeholder Involvement -** engaging families and communities in meaningful ways and keeping them informed of their children's learning progress, helping shape decisions, providing feedback, working on school improvement initiatives

Section 1. Teacher PGES – AdvancED Standards, Indicators, Performance Levels Alignment, p. 2-6.

The alignment between the AdvancED standards and Teacher PGES provides schools, districts and the Kentucky Department of Education (KDE) as well as AdvancED/SACS a common language and framework for continuous improvement. The content of both documents reinforces the new expectations for effective teaching.

Section 2. Teacher PGES– AdvancED Effective Learning Environment Observation Tool (ELEOT), p. 7-15.

The ELEOT, which is designed to be used as a tool to analyze the school learning environments, aligns with the Teacher PGES framework for teaching which provides a common description for effective teacher practice. The alignment documents are intended to eliminate duplicative effort and streamline continuous improvement planning.

Section 3. Principal PGES - AdvancED Standards, Indicators, Performance Levels and Interstate School Leaders Licensure Consortium (ISLLC), p. 16-23.

The alignment between the AdvancED standards, Principal PGES and ISLLC standards provides schools, districts and the Kentucky Department of Education (KDE) as well as AdvancED/SACS a common language and framework for continuous improvement. The content of these documents reinforces new expectations for effective leadership.

Kentucky AdvancED TPGES Alignment

Document Purpose: To provide an alignment of the Kentucky Framework for Teaching (Danielson Framework) with AdvancED copyrighted <u>Self-Assessment Workbook for School Systems Concept Maps</u> for guidance in assisting Priority Schools as they work towards improving student performance. It is created for Priority Schools for the 2013-14 School Year.

Standard 1: Purpose and Direction

Standard: The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.		4.F	
1.2 **The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.**		4.D	
1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	2.B		
1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	4.D		

Standard 2: Governance and Leadership

Standard: The system operates under governance and leadership that promote and support student performance and system effectiveness.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.			

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
2.2 The governing body operates responsibly and functions effectively.			
2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.			
2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	4.D		
2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.			
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.			

Standard 3: Teaching and Assessing for Learning

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	1.A, 1.C, 3.E		

Standard 3: Teaching and Assessing for Learning (cont'd)

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	3.E, 4.D, 4.E	4.F	
3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	1.C, 3.B, 3.C,3.D, 3.E	1.E, 4.D	

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.		4.D	
3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	4.D, 4.E	3.D	
3.6 Teachers implement the system's instructional process in support of student learning.	3.A, 3.E,	1.F, 4.A	
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	4.A, 4.D,		
3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	1.D, 4.C		

Standard 3: Teaching and Assessing for Learning (cont'd)

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	1.B, 2.A, 4.F		
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		1.F, 4.B	
3.11 All staff members participate in a continuous program of professional learning.	4.E		
3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	1.B, 3.E., 4.E		

Standard 4: Resources and Support Systems

Standard: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of			

qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.			

Standard 4: Resources and Support Systems (cont'd)

Standard: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	2.C, 1.D	1.E	
4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	2.E		
4.4 **The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.**			
4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.		1.D	
4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.		1.D	
4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.		2.A, 4.F	
4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.		2.A, 4.F	

Standard 5: Using Results for Continuous Improvement

Standard: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

AdvancED	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.			

5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	3.D		
5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.		4.E	
5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.		4.D	
5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.		4.C, 4.F	

Kentucky AdvancED TPGES Alignment

Document Purpose: To provide an alignment of the Kentucky Framework for Teaching (Danielson Framework) & Sources of Evidences with AdvancED copyrighted 7 Learning Environments (ELEOT) for guidance in assisting Priority Schools as they work towards improving student performance. It is created for Priority Schools for the 2013-14 School Year.

AdvancED/ELEOT	Primary Alignment TPGES	Secondary Correlation to TPGES	Tertiary Correlation to TPGES
• **Equitable Learning Environment** – All students have access to differentiated learning opportunities, classroom discussions, resources, technology, etc. (A1, A2, A3, A4 refers to the environment item from the ELEOT document)	A1: 3c A2: 2c, 3b, 3c A3: 2d A4:	A1: 1e A2: 2e A3: 3a A4: 1b	A1: A2: A3: A4:
• **High Expectations Environment** – Students understand and strive to meet high expectations and are challenged with rigorous coursework and activities requiring higher order thinking skills. (B1, B2, B3, B4, B5 refers to the environment item from the ELEOT document)	B1: 2b, 3b, 3c, B2: 3a, B3: B4: 3a B5: 3b, 3c	B1: 2d B2: 1e, 1f, 3a, 3d B3: 1e, 1f, 3a, 3d B4: 2b, 3e, B5: 1b, 1e	B1: B2: B3: B4: B5:
• **Supportive Learning Environment** – Students perceive that their needs are addressed and demonstrate positive attitudes about their classroom and learning experiences. (C1, C2, C3, C4, C5 refers to the environment item from the ELEOT document)	C1: 2b, 2c, 3b, 3c, 3e C2: 2b, 2c, 3b, 3c, 3e C3: 2b, 2c, 3b, 3c, 3e C4: 2b, 2c, 3b, 3c, 3e C5: 2b, 2c, 3b, 3c, 3e	C1: C2: C3: C4: C5:	C1: C2: C3: C4: C5:
• **Active Learning Environment** – Students have opportunities to actively engage in learning activities and classroom discussions. (D1, D2, D3 refers to the environment item from the ELEOT document)	D1: 3c, 3e, D2: 3c, D3: 3c,	D1: 1a, 1e D2: D3:	D1: D2: D3: 2d
• **Progress Monitoring and Feedback Environment** – Students understand how they are assessed and receive regular feedback on their learning.	E1: 3d, 3e E2: 3d, E3: 3b, E4: 3d, E5: 3d,	E1: 1e, 1f, 2d E2: E3: E4: E5: 3e,	E1: E2: E3: E4: E5:
• **Well-Managed Learning Environment** – Students understand and follow classroom procedures and expectations for leaning and behavior.	F1: 2a, 2c, 2d, F2: 2a, 2c, 2d, F3: 2a, 2c, 2d,	F1: F2: F3:	F1: F2: F3:

	F4: 2a, 2c, 2d, 3b, 3c, F5: 2a, 2c, 2d,	F4: F5:	F4: F5:
• **Digital Learning Environment** – Students use technology/digital tools in authentic ways to enhance their learning experiences.	G:	G:	G: 1e, 2e, 3c

PGES Sources of Evidence plus Student Growth
Observation: A principal is trained and certified to objectively identify effective teaching and document a teacher's professional practice on multiple occasions, both formally and informally, in order to provide high-quality feedback that can be used to improve practice
Peer Observation: A trained colleague observes and documents another teacher's professional practice to increase observation reliability and provide supportive and constructive feedback that can be used to improve practice
Self-Reflection: A teacher performs critical self-examination of practice on regular basis to deepen knowledge, expand a repertoire of skills and incorporate findings to improve practice
Professional Growth Plan: A teacher engages in professional growth planning specific to individual needs based on feedback and data from multiple sources and self-reflection
Student Voice: Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction
Student Growth: The impact a teacher has on a student or set of students as measured by multiple sources of data over time.

P = primary alignment; S = secondary alignment; T = tertiary alignment

***If nothing in parenthesis beside degree of alignment, it is aligned to AdvancED standards

AdvancED	Sources of Evidence: Observation	Sources of Evidence: Peer Observation	Sources of Evidence: Reflection	Sources of Evidence: Professional Growth	Sources of Evidence: Student Voice
1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	T		T (stakeholder feedback survey and AE Stds)	T	T (stakeholder feedback survey)
1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	T		T (stakeholder feedback survey and AE Stds)	T	T (stakeholder feedback survey)
1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	S	T	S (stakeholder feedback survey and AE Stds)	S	S (stakeholder feedback survey)
1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	P	P	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)

P = primary alignment; S = secondary alignment; T = tertiary alignment

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AdvancED	Sources of Evidence: Observation	Sources of Evidence: Peer Observation	Sources of Evidence: Reflection	Sources of Evidence: Professional Growth	Sources of Evidence: Student Voice
2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	S	S			
2.2 The governing body operates responsibly and functions effectively.	S	S			
2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	S	S			
2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	P	P	S (stakeholder feedback survey and AE Stds)	S	P (stakeholder feedback survey)
2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.	S	S			
2.6. Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	P	P	P (stakeholder feedback survey and AE Stds)	P	P (stakeholder feedback survey)

P = primary alignment; S = secondary alignment; T = tertiary alignment

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AdvancED	Sources of Evidence: Observation	Sources of Evidence: Peer Observation	Sources of Evidence: Reflection	Sources of Evidence: Professional Growth	Sources of Evidence: Student Voice
3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	P	P	P (stakeholder feedback survey and AE Stds)	P	P (stakeholder feedback survey)
3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	P	P	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	P	P	S (stakeholder feedback survey and AE Stds)	S	P (stakeholder feedback survey)
3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	P	P	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	P	P	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
3.6 Teachers implement the system's instructional process in support of student learning.	P	P	P (stakeholder feedback survey and AE Stds)	P	P (stakeholder feedback survey)
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	P	P	P (stakeholder feedback survey and AE Stds)	P	T (stakeholder feedback survey)
3.8 The system and all of its schools engage families in	S	S	P	P	P

meaningful ways in their children's education and keep them informed of their children's learning progress.			(stakeholder feedback survey and AE Stds)		(stakeholder feedback survey)
3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	P	P	P (stakeholder feedback survey and AE Stds)	S	P (stakeholder feedback survey)
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	S	S	P (stakeholder feedback survey and AE Stds)	P	P (stakeholder feedback survey)
3.11 All staff members participate in a continuous program of professional learning.	S	S	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	P	P	P (stakeholder feedback survey and AE Stds)	P	P (stakeholder feedback survey)

P = primary alignment; S = secondary alignment; T = tertiary alignment

***If nothing in parenthesis beside degree of alignment, it is aligned to AdvancED standards

AdvancED	Sources of Evidence: Observation	Sources of Evidence: Peer Observation	Sources of Evidence: Reflection	Sources of Evidence: Professional Growth	Sources of Evidence: Student Voice
4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	T	T			T (stakeholder feedback survey)
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	P	P	S (stakeholder feedback survey and AE Stds)		S (stakeholder feedback survey)
4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	P	P	S (stakeholder feedback survey and AE Stds)	T	P (stakeholder feedback survey)
4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.					
4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	S	S	S (stakeholder feedback survey and AE Stds)	S	S (stakeholder feedback survey)
4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	P	P	S (stakeholder feedback survey and AE Stds)	S	P (stakeholder feedback survey)
4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	S	S	S (stakeholder feedback survey and AE Stds)	S	P (stakeholder feedback survey)
4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling,	S	S	S (stakeholder	S	P (stakeholder

	assessment, referral, educational, and career planning needs of all students.			feedback survey and AE Stds)		feedback survey)

P = primary alignment; S = secondary alignment; T = tertiary alignment

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AdvancED	Sources of Evidence: Observation	Sources of Evidence: Peer Observation	Sources of Evidence: Reflection	Sources of Evidence: Professional Growth	Sources of Evidence: Student Voice
5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.	P	P	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	S	S	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.	S	S	P (stakeholder feedback survey and AE Stds)	P	S (stakeholder feedback survey)
5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	S	S			P (stakeholder feedback survey)
5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.			S (stakeholder feedback survey and AE Stds)		S (stakeholder feedback survey)

Kentucky AdvancED PPGES Alignment

Document Purpose: To provide an alignment of the Kentucky Principal PGES with AdvancED copyrighted <u>Self-Assessment Workbook for School Systems Concept Maps</u> for guidance in assisting Priority Schools as they work towards improving student performance. It is created for Priority Schools for the 2013-14 School Year.

<table>
<tr>
<td colspan="5"><h2>Standard 1: Purpose and Direction</h2>
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<tr>
<th>AdvancED</th>
<th>Primary Alignment PPGES Standard</th>
<th>Correlation to PPGES Sample Indicators</th>
<th>Primary Correlation to ISLLC</th>
<th>Correlation to ISLLC Functions</th>
</tr>
<tr>
<td>1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.</td>
<td>• Standard 1</td>
<td>Std 1: 1.1
Std 5: 5.1, 5.3
Std 6: 6.8</td>
<td>• Standard 1</td>
<td>Std 1 F: A, D, & E
Std 3 F: A</td>
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<td>1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</td>
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<td>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</td>
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• **Standard 2**</td>
<td>Std 1: 1.1, 1.2, 1.5
Std 2: 2.4, 2.11
Std 6: 6.1, 6.4</td>
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• Standard 2</td>
<td>Std 1 F: A
Std 2 F: A, C, & H
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<td>1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.</td>
<td>• **Standard 1**</td>
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Standard 2: Governance and Leadership

Standard: The system operates under governance and leadership that promote and support student performance and system effectiveness.

AdvancED	Primary Alignment PPGES Standard	Correlation to PPGES Sample Indicators	Primary Correlation to ISLLC	Correlation to ISLLC Functions
2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.	• Standard 4	Std 1: 1.8 Std 2: 2.7, 2.9 Std 3: 3.1 Std 4: 4.1, 4.2, 4.7, 4.8 Std 6: 6.2	• **Standard 1** • **Standard 3**	Std 1 F: ALL Std 3 F: ALL
2.2 The governing body operates responsibly and functions effectively.	• Standard 4	Std 4: ALL	• Standard 3	Std 3 F: ALL
2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• Standard 4	Std 1: 1.2, 1.3, 1.5, 1.10, Std 2: 2.5, Std 3: 3.2, 3.10 Std 4: 4.4, 4.8 Std 5: 5.8, 5.9, 5.10	• Standard 3	Std 1 F: B, C Std 2 F: I Std 3 F: ALL
2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	• Standard 2	Std 1: 1.1, 1.9 Std 2: 2.1, 2.3, 2.4, 2.7, 2.8, 2.9, 2.11 Std 5: 5.4, 5.7 Std 6: 6.1, 6.4, 6.8	• **Standard 2** • **Standard 4**	Std 2 F: A, C Std 3 F: C Std 4 F: B, C, D Std 5 F: E Std 6 F: A
2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.	• Standard 5	Std 1: 1.1, 1.2, 1.5 Std 2: 2.3, 2.4, 2.8, 2.11	• **Standard 4** • **Standard 6**	**Std 1 F: A** **Std 4 F: ALL** **Std 5 F: E** **Std 6 F: ALL**

		Std 4: 4.2, 4.8 Std 5: ALL Std 6: 6.8		
2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	• **Standard 1** • **Standard 3**	Std 1: 1.2, 1.3, 1.5, 1.7, 1.10, 1.11, 1.13 Std 2: 2.5 Std 3: 3.5, 3.6, 3.7, 3.8, 3.9, 3.10	• **Standard 2**	**Std 2 F: B, D, F, I**

Standard 3: Teaching and Assessing for Learning

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment PPGES Standards	Correlation to PPGES Sample Indicators	Primary Correlation ISLLC	Correlation to ISLLC Functions
3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Standard 1	Std 1: 1.1, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10	• Standard 2	Standard 2: B, C, H

Standard 3: Teaching and Assessing for Learning (cont'd)

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment PPGES Standards	Correlation to PPGES Sample Indicators	Primary Correlation to ISLLC	Correlation to ISLLC Functions
3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• **Standard 1**	Std 1: 1.2, 1.3, 1.5, 1.7, 1.10, 1.13	• **Standard 2** • Standard 1 • Standard 3	Standard 1: D, E Standard 2: A, B, C, D, E, F Standard 3: A, B, E

				Standard 4: A Standard 5: A
3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Standard 1	Std 1: 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13 Std 2: 2.2	• Standard 2	Standard 2: All
3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• **Standard 1**	Std 1: 1.2, 1.3, 1.4, 1.5, 1.7, 1.9, 1.10, 1.11, 1.13 Std 2: 2.5	• Standard 2 • Standard 3	Standard 1: B, C, D, E Standard 2: All Standard 3: A, E Standard 4: A Standard 5: A Standard 6: A
3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	• **Standard 1**	Std 1: ALL Std 2: 2.4, 2.6 Std 5: 5.2, 5.8 Std 6: 6.6, 6.8, 6.11	• **Standard 2** • Standard 1 • Standard 3	Standard 1: D Standard 2: A, F, I Standard 3: A, D, E Standard 5: E
3.6 Teachers implement the system's instructional process in support of student learning.	• **Standard 1**	Std 1: 1.2, 1.3, 1.5, 1.7, 1.9, 1.10	• **Standard 2** • Standard 3	Standard 2: B, C, D, I Standard 3: A, B, E Standard 5: A, E
3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	• Standard 3	Std 1: 1.6, 1.9, 1.10, 1.12 Std 2: 2.6, 2.10 Std 3: 3.3, 3.4, 3.6, 3.7, 3.9, 3.10 Std 6: 6.7, 6.8, 6.10	• **Standard 2** • **Standard 3**	Standard 2: A, F Standard 3: A, B, C, D, E Standard 6: C
3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	• Standard 5	Std 1: 1.6 Std 2: 2.2, 2.4, 2.10 Std 5: 5.1, 5.2,	• **Standard 4** • **Standard 1**	Standard 1: A Standard 2: C Standard 4: All Standard 5: E

		5.3, 5.4, 5.5, 5.6, 5.7, 5.8		Standard 6: A, B, C

Standard 3: Teaching and Assessing for Learning (cont'd)

Standard: The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

AdvancED	Primary Alignment PPGES Standards	Correlation to PPGES Sample Indicators	Primary Correlation to ISSLC	Correlation to ISLLC Functions
3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	• Standard 5	Std 2: 2.1, 2.2, 2.8, 2.11 Std 5: 5.4, 5.9 Std 6: 6.1	• Standard 6	Standard 2: C Standard 6: A
3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.		Std 1: 1.11	• Standard 2	Standard 2: E, H Standard 5: A, E
3.11 All staff members participate in a continuous program of professional learning.	• Standard 1	Std 1: 1.9, 1.10, 1.11, 1.12, 1.13 Std 2: 2.5, 2.11, Std 3: 3.7, 3.10 Std 6: 6.7, 6.9, 6.10, 6.11	• **Standard 2** • Standard 3	Standard 1: D Standard 2: A, F Standard 3: D, E Standard 6: C
3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	• Standard 1	Std 1: 1.4, 1.5, 1.6, 1.7 Std 6: 6.11	• Standard 1 • Standard 2 • **Standard 3**	Standard 1: A, E Standard 2: C, H Standard 3: A, B, C, E Standard 5: E Standard 6: A, C

Standard 4: Resources and Support Systems

Standard: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

AdvancED	Primary Alignment PPGES Standards	Correlation to PPGES Sample Indicators	Primary Correlation to ISLLC	Correlation to ISLLC Functions
4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	• Standard 3	Std 2: 2.6 Std 3: 3.1, 3.2, 3.3	• Standard 3	Standard 2: F Standard 3: All
AdvancED	**Primary Alignment PPGES Standards**	**Correlation to PPGES Sample Indicators**	**Primary Correlation to ISLLC**	**Correlation to ISLLC Functions**
4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	• Standard 4	Std 1: 1.6 Std 4: 4.4	• Standard 3	Standard 2: G Standard 3: A, B, C, E Standard 6: B
4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Standard 4	Std 2: 2.7, 2.8, 2.9 Std 4: 4.2, 4.3, 4.4, 4.5	• Standard 3	Standard 3: A, B, C
4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	N/A		• **Standard 3** • Standard 1	
4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	• **Standard 3** • **Standard 4**		• Standard 3	Standard 1: C Standard 2: C, H Standard 3: B, C Standard 4: A
4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	• Standard 4	Std 4: 4.6	• **Standard 3** • Standard 2	Standard 1: B, C, E Standard 2: H Standard 3: A, B, E Standard 6: C

AdvancED	Primary Alignment PPGES Standards	Correlation to PPGES Sample Indicators	Primary Correlation to ISLLC	Correlation to ISLLC Functions
4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	• Standard 1	Std 5: 5.8	• **Standard 3** • Standard 2	Standard 1: All Standard 2: A, B, C, E Standard 3: A, B, C, E Standard 4: A Standard 5: A Standard 6: A, B, C
4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• **Standard 3** • Standard 4	Std 5: 5.8	• Standard 3	Standard 1: All Standard 2: A, B, C, E Standard 3: A, B, C, E Standard 4: A Standard 5: A Standard 6: A, B, C

Standard 5: Using Results for Continuous Improvement				
Standard: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.				
AdvancED	**Primary Alignment PPGES Standards**	**Correlation to PPGES Sample Indicators**	**Primary Correlation to ISLLC**	**Correlation to ISLLC Functions**
5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.		Std 1: 1.3, 1.7, 1.10 Std 3: 3.2, 3.6, 3.7, 3.8	• Standard 2	Standard 1: C, D, E Standard 2: B, C, E, H, I Standard 3: A, B Standard 5: A Standard 6: A
5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	• Standard 1	Std 1: ALL Std 2: 2.1, 2.2, 2.3, 2.3, 2.4, 2.5 Std 3: 3.2, 3.6. 3.7, 3.8 Std 5: 5.3 Std 6: 6.2, 6.11	• **Standard 2** • Standard 3	Standard 1: D, E Standard 2: A, B, F, I Standard 3: A, B, E Standard 4: A

5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.	• Standard 1	Std 1: 1.2, 1.3, 1.7, 1.10, 1.13 Std 3: 3.2, 3.6, 3.7, 3.8	• Standard 2	Standard 2: All Standard 3: B, D
5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	• **Standard 1**	Std 1: 1.2, 1.3, 1.7, 1.9, 1.10, 1.11, 1.12	• **Standard 1** • Standard 3	Standard 1: C, D, E Standard 2: I Standard 3: A, B, E Standard 4: A Standard 5: A
5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	• **Standard 5**	Std 1: 1.5, 1.7 Std 2: 2.3 Std 3: 3.8 Std 5: ALL	• **Standard 1** • **Standard 6**	Standard 1: All Standard 2: E, I Standard 3: A, B Standard 6: B, C